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duced is a legal work occupying the field between that of the text book and the digest. Such a work, if accurately done, if at once full, precise and correct, will be of the greatest value. While not in any sense superseding special treatises upon different branches of the law, or digests of law reports, it will, by facilitating, save labor. As stated aptly by the late James C. Carter of the New York City bar, in describing the possibilities of such an undertaking:

"It would refresh the failing memory, reproduce in the mind its forgotten acquisitions, exhibit the body of the law so as to enable a view to be had of the whole, and of the relations of the several parts, and tend to establish and make familiar a uniform nomenclature."

Statutes, reports, digests, text books and cyclopedias are the books which comprise the law library; how best to make them available and to promote such a use of them that the purposes for which they were created may be attained, is properly the law librarian's object in official life. The law library is almost in every sense a reference library. The use demands that the books be placed in open shelves, so that they may be accessible to all. Scientific classification, decimally or otherwise, is peculiarly inappropriate, because unnecessary and confusing. Law reports are published serially, each volume with a number; they are arranged on the shelves alphabetically, according to the state or country in which the courts are situated. Every text book professes on its label to be somebody's treatise on some important subject, thus inviting classification and citation by the name of the author, rather than the subject. A great English judge wrote learnedly on the law of bills and notes, so that Byles on Bills is a familiar title in the bibliography of every law library, and needs no mystic number to bring it from the shelves. It may thus be seen that arrangement and classification of law books are not complex. The lawyers have troubles enough in finding what they want without adding to their burdens by

compelling them to master the intricacies of an ingeniously devised system of classification.

There are law libraries whose chief aim is to make complete collections of law literature without regard to practical use or adaptability. These have exhaustless resources at their command and are rapidly becoming the museums of rare and obsolete law books. It is indeed fortunate that such institutions exist; their value as educational factors must not be underestimated. But the working law librarian in charge of a library founded on a basis of utility and maintained to aid the court, the lawyer, the legislature or the student, has not the time or the means to indulge his longing to collect. He must get what his library needs to carry out the purposes for which it was organized. He must be familiar with the books upon his shelves, and know their uses, so that he may direct the search for the well hidden legal principles. He should be in touch with the trend of judicial and legislative thought. He may or he may not be a lawyer, but like the lawyer, he should know where to find the law. This is the science of the law librarian; if he is not expert in it, he is like the mountain guide who seeks to lead where he has not climbed.

Mr HENRY E. LEGLER, secretary of the Wisconsin library commission and representing the League of library commissions then read the following paper:

#### SOME PHASES OF LIBRARY EXTENSION

Dreaming of Utopia, an English writer of romance evolved a plan for a people's palace, centering under one roof the pleasures and the interests and the hopes of democracy. Far away, if not improbable, as seemed the fruition of his dream, he lived to see prophesy merge in realization. Were this lover of mankind still living, he would know that his concept, though he saw it carried into being, had not permanence in the form he gave it. Ideals cannot be bounded by the narrow

confines of four walls. And yet he had the vision of the seer, for that which he pictured in local form with definite limitations has, in a direction little dreamed of then, assumed form and substance in a great world movement. Not only in great hives of industry, where thousands congregate in daily toil, but in the small industrial hamlets and in the rural towns that dot the land lie the possibilities for many such palaces of the people, and in many—very many of such communities to-day—exist the beginnings that will combine and cement their many-sided interests.

This great world movement which is gathering accelerated momentum with its own marvelous growth, we call library extension. That term is perhaps sufficiently descriptive, though it gives name rather to the means used than to the results sought to be achieved. For certainly its underlying principle is of the very essence of democracy. There is no other governmental enterprise—not excepting the public schools, that so epitomizes the spirit of democracy. For democracy in its highest manifestation is not that equality that puts mediocrity and idleness on the same level with talent and genius and thrift, but that equality which gives *all* members of society an equal opportunity in life—that yields to no individual as a birthright chances denied to his fellow. And surely if there is any institution that represents this fundamental principle and carries out a policy in consonance, it is the public library. Neither condition nor place of birth, nor age, nor sex, nor social position, serves as bar of exclusion from this house of the open door, of the cordial welcome, of the sympathetic aid freely rendered. In myriad ways not dreamed of at its inception, library extension has sought channels of usefulness to reach all the people. The traveling library in rural regions, the branch stations in congested centers of population, the children's room, the department of technology are a few of these—to mention the ones which occur most readily to mind.

But these allied agencies do but touch

the edge of opportunity. The immediate concern of those engaged in library extension must be with the forces reaching the adult population, and specially the young men and women engaged in industrial pursuits. For the mission of the public library is two-fold—an aid to material progress of the individual and a cultural influence in the community through the individual. Perhaps it may be said more accurately that the one mission is essential to give scope for the second. For, first of all, man must needs minister to his physical wants. Before there can be intellectual expansion and cultural development, there must be leisure, or at least conditions that free the mind from anxious care for the morrow. So the social structure after all must rest upon a bread-and-butter foundation. It follows as a logical conclusion that society as a whole cannot reach a high stage of development until all its individual members are surrounded with conditions that permit the highest self-development. Until a better agency shall be found, it is the public library which must serve this need. And therein lies the most potent reason for the extension of its work into every field, whether intimately or remotely affiliated, which can bring about these purposes. Its work with children is largely important to the extent that habits are formed and facility acquired in methods that shall be utilized in years succeeding school life. But its great problem is that of adult education. What an enormous field still lies untilled we learn with startling emphasis from figures compiled by the government. Despite the fact that provision is made by state and municipality to give to every individual absolutely without cost an education embracing sixteen years of life, there are retarding circumstances that prevent all but a mere fraction of the population from enjoying these advantages in full measure.

To quote a summary printed last year, "in the United States 16,511,024 were receiving elementary education during the years 1902-03; only 776,635 attained to a secondary education, and only 251,819 to the higher education of the colleges, tech-

nical schools, etc. Stated in simpler terms, this means that in the United States for one person who receives a higher education, or for three who receive the education of the secondary schools, there are sixty-five who receive only an elementary education, and that chiefly in the lowest grades of the elementary schools."

What gives further meaning to this statistical recital is the force of modern economic conditions. From an agricultural we are developing into a manufacturing people, with enormous influx from the rural into the urban communities. The tremendous expansion of our municipalities has brought new and important problems. Within the lifetime of men to-day a hundred cities have realized populations in excess of that which New York City had when they were boys. Vast numbers of immigrants differing radically in intelligence and in education from earlier comers are pouring into the country annually. It has been pointed out that some of the largest Irish, German and Bohemian cities in the world are located in the United States, not in their own countries. In one ward in the city of Chicago, forty languages are spoken by persons who prattled at their mother's knee one or the other of them.

"The power of the public schools to assimilate different races to our own institutions, through the education given to the younger generation, is doubtless one of the most remarkable exhibitions of vitality that the world has ever seen," says Dr John Dewey in an address on "The school as a social center." "But, after all, it leaves the older generation still untouched, and the assimilation of the younger can hardly be complete or certain as long as the homes of the parents remain comparatively unaffected. Social, economic and intellectual conditions are changing at a rate undreamed of in past history. Now, unless the agencies of instruction are kept running more or less parallel with these changes, a considerable body of men is bound to find itself without the training which will enable it to adapt itself to what is going on. It will be left stranded and become a burden for the community to carry. The youth at eighteen may be educated so as to be ready for the conditions which will meet him at nineteen; but he

can hardly be prepared for those which are to confront him when he is forty-five. If he is ready for the latter when they come, it is because his own education has been keeping pace in the intermediate years."

And again: "The daily occupations and ordinary surroundings of life are much more in need of interpretation than ever they have been before. Life is getting so specialized, the divisions of labor are carried so far that nothing explains or interprets itself. The worker in a modern factory who is concerned with a fractional piece of a complex activity, presented to him only in a limited series of acts carried on with a distinct position of a machine, is typical of much in our entire social life. Unless the lines of a large part of our wage earners are to be left to their own barren meagerness, the community must see to it by some organized agency that they are instructed in the scientific foundation and social bearings of the things they see about them, and of the activities in which they are themselves engaging."

Now if those who come in such limited numbers from the colleges and universities can keep step with the onward march of their fellows only by constantly adding to their additional equipment, what shall be said of that enormous army made up of conscripts from the ranks in the elementary schools?—the tender hands that drop the spelling book and seize the workman's dinner pail?

Thus we establish the duty of the state to its citizenship in providing means for adult education. And herein lies a great opportunity for library extension—not, indeed, in seeking to supplant agencies already existing; not in creating new ones that will parallel others, but in supplementing their work where such educational agencies do exist, in supplying channels for their activities through its own greater facilities for reaching the masses. Important as are the public museum, the public art gallery, the popular lecture or lyceum feature, the public debate associated with or incorporated in the library, of as far-reaching importance is another and newer allied agency developed in university extension. The response which has come in establishing correspondence study as part

of modern university extension is of tremendous significance. The enrollment in correspondence schools of a million grown-up men and women eager to continue their education and willing to expend more than 50 million dollars a year in furtherance of that desire, is a factor that challenges attention. It is a new expression of an old impulse. Eighty years ago, the working people and artisan classes of Great Britain took part in a similar movement. Its beginning was prompted by a wish for technical instruction. Soon these mechanics' institutes grew into social institutions, with collections of books as a secondary interest. The institutes increased enormously in number, until through their medium more than a million volumes a year were circulated. Charles Knight issued his "Penny encyclopedia," Robert and William Chambers led the way for inexpensive books, the Society for the diffusion of knowledge came into existence. Industrial England for the time became the workshop of the world. And in the later university extension movement which, along new lines, is to make of universities having a state foundation, really the instrument of the state for the good of all the people in place of the few, the libraries have a great opportunity to become an important factor. Millions of the adult population will thus be given an opportunity to bring out in its best form whatever of talent and of intellectual gift they may possess. From a private letter written by Prof. McConachie of the University of Wisconsin, who has charge of the correspondence study in the department of science, are taken the following extracts:

"Old ways of teaching are breaking down. Library study and written exercises are re-enforcing class room recitations and lectures. Each pupil of a term course studies one or two prescribed texts, reads and reports in detail a minimum of eight or nine hundred pages in a choice shelf collection of library books, takes and submits notes, writes brief themes and prepares for weekly quizzes wherein the members of his class section helpfully interchange ideas and information. The

post office is the medium for extension from the university to a vaster body of students everywhere throughout the state. The same materials, books, periodicals, newspapers and official documents that the student of politics uses under the personal oversight of the university instructor are scattered in vast abundance everywhere. The state is one great library. The largest single collection is paltry beside this magnificent and ever increasing supply of political literature that permeates every hamlet. Civic intelligence has thriven upon the mere haphazard and desultory reading of the people. Correspondence studies will put their scattered material into shape for them and systematize their use thereof."

The library and the university may serve the citizen by giving unity and direction to his reading, helping him to hitherto hidden worth and meaning in the humblest literary material at his hand, by quickening his interest alike in the offices, institutions and activities that lie nearest to his daily life and in his world-wide relationship with his fellowmen. For the citizen on the farm, at the desk or in the factory, they point the way out of vague realizations into distinct and definite command of his political self, offer refreshing change from the narrowing viewpoint of individual interest to the broadening viewpoint of his town or state or country, and lead on to far international vistas of world-wide life and destiny.

Society has an interest in this beyond the rights of the individual. The greatest waste to society is not that which comes from improvidence, but from undeveloped or unused opportunity. So it becomes the duty of every community to make its contribution to the world, whether it be in the realm of invention, scientific discovery or literature. And how is this to be done if genius and talent is allowed to die for lack of opportunity to grow? Wonderful as has been the progress of the world's knowledge during the last century of scientific research, who will venture to say that it constitutes more than a fraction of what might have been if all the genius that remained dormant and unproductive could have been utilized. From

what we know of isolated instances where mere chance has saved to the world great forces that make for the progress of humanity, we can infer what might have been realized under happier conditions. Every librarian of experience, every administrator of traveling libraries will recall such instances. One boy comes upon the right book, and the current of his life is changed; another reads a volume, and in his brain germinates the seed that blossoms into a great invention; in a chance hour of reading a third finds in a page, a phrase, a word, the inspiration whose expression sets aflame the world. A master pen has vividly described the process ("Middlemarch"):

"Most of us who turn to any subject with love remember some morning or evening hour when we got on a high stool to reach down an untried volume....When hot from play he would toss himself in a corner, and in five minutes be deep in any sort of book that he could lay his hands on; if it were *Rasselas* or *Gulliver*, so much the better, but *Bailey's Dictionary* would do, or the Bible with the *Apocrypha* in it. Something he must read when he was not riding the pony, or running and hunting, or listening to the talk of men.... But, one vacation, a wet day sent him to the small house library to hunt once more for a book which might have some freshness for him. In vain! unless, indeed, he first took down a dusty row of volumes with gray paper backs and dingy labels—the volumes of an old encyclopedia which he had never disturbed. It would at least be a novelty to disturb them. They were on the highest shelf, and he stood on a chair to get them down; but he opened the volume which he took first from the shelf: somehow, one is apt to read in a makeshift attitude just where it might seem inconvenient to do so. The page he opened on was under the head of anatomy, and the first passage that drew his eyes was on the valves of the heart. He was not much acquainted with valves of any sort, but he knew that valves were folding doors, and through this crevice came a sudden light startling him with his first vivid notion of a finely-adjusted mechanism in the human frame. A liberal education had, of course, left him free to read the indecent passages in the school classics, but beyond a general sense of secrecy and obscenity in connection with

his internal structure, had left his imagination quite unbiased, so that for anything he knew his brains lay in small bags at his temples, and he had no more thought of representing to himself how his blood circulated than how paper served instead of gold. But the moment of vacation had come, and before he got down from his chair the world was made new to him by a presentiment of endless processes filling the vast spaces planked out of his sight by that wordy ignorance which he had supposed to be knowledge. From that hour he felt the growth of an intellectual passion."

And in this wise the world gained a great physician.

All this may be said without disparagement to that phase of library usefulness which may be termed the recreative. There has been undue and unreasoning criticism of the library tendency to minister to the novel-reading habit. Many good people are inclined to decry the public library because all its patrons do not confine their loans to books dealing with science, or with useful arts. In their judgment it is not the legitimate function of the public library to meet the public demand for fiction. These same good people would hardly urge that the freedom of the public parks should be limited to those who wish to make botanical studies. The pure joy in growing things and fresh air and the song of uncaged birds needs no knowledge of scientific terms in botany and ornithology. These privileges are promotive of the physical well-being of the people; correspondingly, healthy mental stimulus is to be found in "a sparkling and sprightly story which may be read in an hour and which will leave the reader with a good conscience and a sense of cheerfulness." Our own good friend, Mr John Cotton Dana, has admirably epitomized the underlying philosophy:

"A good story has created many an oasis in many an otherwise arid life. Many-sidedness of interest makes for good morals, and millions of our fellows step through the pages of a story book into broader world than their nature and their circumstances ever permit them to visit. If anything is to stay

the narrowing and hardening process which specialization of learning, specialization of inquiry and of industry and swift accumulation of wealth are setting up among us, it is a return to romance, poetry, imagination, fancy, and the general culture we are now taught to despise. Of all these the novel is a part; rather, in the novel are all of these. But a race may surely find springing up in itself a fresh love of romance, in the high sense of that word, which can keep it active, hopeful, ardent, progressive. Perhaps the novel is to be, in the next few decades, part of the outward manifestation of a new birth of this love of breadth and happiness."

There is, then, no limitation to the scope of library extension save that enforced by meagerness of resource and physical ability to do. In the proper affiliation and correlation of all these forces which have been enumerated and of other suggested by them, will develop that process whereby the social betterment that to-day seems but a dream will be brought into reality. The form this combination will assume need give us no concern—whether its local physical expression shall be as in Boston a group of buildings maintained as separate institutions, or as in Pittsburgh a complete, related scheme of activities covered by one roof; as planned in Cleveland, a civic center with the public library giving it character and substance, or as in New York, where many institutions, remotely located but intimately associated, work toward a common end. Many roads lead to a common center. Which one the wayfarer chooses is a matter of mere personal preference and of no importance so that he wends his way steadily onwards towards the object of his attainment. In the evolution of these uplifting processes, the book shall stand as symbol and the printed page shall serve as instrument.

The PRESIDENT: To do honor to the first of our affiliated organizations the Program committee now asks the American Library Association to go into joint session with the National association of state libraries, and I resign to Mr Thomas L. Montgomery, first vice-president of that Association, the conduct of the meeting.

On taking the chair, Mr MONTGOMERY said:

In no department of library work has there been a more satisfactory movement for the better during the last few years than in the care and the preservation of public records and historical papers. We are fortunate enough to have with us to-day one who can speak with authority on this subject, and I take great pleasure in introducing Dr THOMAS M. OWEN, who will make an address upon The Work and aspirations of the Alabama state department of archives and history.\*

Chairman MONTGOMERY: It is very evident, indeed, that in at least one of the activities of library work, the South has a representative in the advance guard. I congratulate very sincerely Dr Owen upon his important work.

The next paper on the program is that of Miss MIRIAM E. CAREY, librarian of state institutions of Iowa, who will speak upon

#### LIBRARIES IN STATE INSTITUTIONS

No intelligent purchase of a book by libraries is made without reference to what the book can do, for this fashion of the times has grown out of a belief that the book is an active agent, capable to get results, both good and bad, and so strong is this belief, that the book has come to be regarded as a tool, to be used with the skill and precision that tools demand.

Where is a book always a tool? In state institutions. There, what the book can do is the sole reason for its presence. Its various functions cover a wide field—to entertain being as legitimate as to instruct or inspire, but whatever its power to do may be, that power is the consideration to prompt its purchase.

Although the published reports show that the placing of books in state institutions has not been general, yet it is hard to believe that, during a period when the purchase of books has been so universal,

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\* This paper could not be supplied for publication.